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ABSTRACT

This document digests a study made to examine the feasibility of plans for the future construction of all elementary educational facilities in Syracuse, New York. Four educational park sites are planned to house all elementary students. The first park provides for eight satellite schools accommodating 4,160 pupils, with special education facilities for an additional 110 pupils. A central service building houses a kitchen, art and music rooms, laboratories, a library, and health and guidance services. Plans call for a nongraded, continuous progress, racially integrated system. Tables of projected costs are included. (Illustrations may be of poor quality when reproduced because of marginal legibility.) (MLF)

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The Campus Plan

A REPORT TO THE PEOPLE

A digest based on a feasibility study prepared at the request of the Commissioners of Education and the Superintendent of Schools

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EA 003 164

FOREWORD

Is it time for elementary education in Syracuse to move in a new direction? If so, what should that direction be?

To find answers to these questions, several groups of consultants, with specialization in various educational areas, worked with the Campus Site Planning Center to prepare a series of reports. These have been synthesized into a master technical report of over 250 pages (available for study from the Syracuse Board of Education). This booklet is a digest of that report.

The study first pinpointed the major current problems of urban education in Syracuse at the elementary level. Then those charged with its preparation looked at comparative costs and benefits of the possible solutions.

In the Campus Plan, they found a number of advantages, both immediate and potential. For example, they cited long-range savings in construction, demolition, and land acquisition. The Campus Plan school could utilize the new educational technologies. Building design puts emphasis on individualized attention to pupils. Efficient use of personnel could mean added programs.

As the people of Syracuse consider putting the Campus Plan into operation, interest is focused on this community from all over the country. If the Campus Plan is adopted, funds may be available, from a number of sources, which can help to make this one of the exemplary school programs in the nation.

Grateful acknowledgment is made to those who participated in the study leading to the report on which the following pages are based: its sponsors, the U. S. Office of Education, Educational Facilities Laboratories, Rosamond Gifford Foundation, and Syracuse Board of Education; the members of the Citizens Advisory Committee and Professional Advisory Committee; the New York State Education Department, professional staff members of Syracuse University and of other institutions of higher learning, and many departments of Syracuse City Government; numerous organizations including Economic Consultants Organization, Syracuse University Research Institute, School Survey Services, General Learning Corporation, Planning Associates, and Quinlivan, Pierik & Krause/Architects. We regret that there is not room to list individually all to whom we are so deeply indebted for their expert knowledge and ready cooperation, and without whom this report would have been impossible.

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May 1, 1967

SUMMARY: City School Problems, Campus Plan Solutions

One fact is absolutely clear: Syracuse must replace a number of its elementary schools—and soon. Of 31 schools, eight are more than 50 years old.

Since replacement is so necessary, the main responsibility is to decide how to do it in the best interests of all.

One possibility is to build new inner-city, neighborhood schools. But there are serious difficulties. Land costs are very high, almost out of reach for school sites of adequate size in central neighborhood locations. Problems of racial balance would still be unresolved. Further problems are caused by a constantly shifting population.

A promising solution to these problems is the Campus Plan. This involves a complex of several elementary schools clustered around a common central core. Each such complex would be located on substantial acreage, probably at the city's edge. The first Campus Plan under consideration for Syracuse calls for eight schools and a shared core facility, plus extensive outdoor area.

The Campus Plan is also attractive in dollars-and-cents terms. The estimated cost per pupil to build the first Syracuse elementary school campus is $2,360. For a neighborhood school replacement the construction cost is estimated to be $3,220 per pupil.

Taking all factors into consideration, it appears that an eight-school campus, for 4,270 pupils, could be built for somewhat less than neighborhood schools for these same children—and would give them educational advantages that even the best neighborhood school could not be equipped to provide.

Transportation costs would be higher, but 90 per cent of such costs are reimbursed to the city through state aid after the first year. And there would be an advantage for those youngsters now exposed to the elements on their way to and from school: some of them make two round trips a day on foot.

The urban school system demands new solutions, suited to urban needs. The educational system must prepare our children to cope with the problems of a highly complex tomorrow, complete with its advanced technologies and its parallel demands on the individual.

The Campus Plan could provide an exemplary solution. It encompasses facilities, environments, and techniques to help youngsters acquire the skills and understandings they will need for the demanding decades ahead.

SOME BASIC FINDINGS

POPULATION

Since 1960, the number of people living in the City of Syracuse has stayed about the same. It appears that this will continue, or that the number may decrease slightly, partially because of the highly mobile population and declining birth rate.

Although the total remains rather stationary, the people themselves are changing, largely because of population mobility. A changing population profile demands that the educational system serve a broader variety of educational needs.

POPULATION SHIFTS WITHIN THE SCHOOLS

Many people who stay in Syracuse move around within the city itself. This is particularly true of younger families with elementary school-age children.

Other school transfers come about through efforts to achieve racial balance. A number of steps have been taken in this direction, governed by the philosophy most recently expressed in the policy statement of the Syracuse Board of Education, which says that "equality of educational opportunity for all children . . . is essential to the continued vital growth of our community and basic to a free and open American democratic society." But there are still schools — Croton, for example — which call for measures to eliminate racial isolation. Each such step automatically results in the reassignments of some pupils.

THE NEW IN THE OLD

The Syracuse Board of Education has supported many innovations in teaching programs for the city's children, with the necessary teacher training to implement them.

Many new teaching techniques and technological aids are either impractical or very difficult to implement in old buildings, and could be included in the curricula of new neighborhood schools only at very high cost.

THE CITIZEN'S ROLE

The Campus Plan does introduce some questions about how parents and other concerned citizens can continue close participation in school activities. (The school may not be within easy walking distance of home, for example.) Community participation is strongly needed, however, and the need for maintaining a close interchange between parents (and others) and the school operation is considered essential in planning. A new look at community organizations is indicated.

TRANSPORTATION

The Campus Plan school is likely to be within walking distance for fewer students. Therefore, almost all would travel to and from school by bus, spending 10 to 30 minutes in transit. The estimated transportation cost to Syracuse is about $4.50 per student per year for the first proposed Campus Plan complex, or $18,000 for 4,000 bus riders. (The total estimated cost is $180,000, of which 90 per cent is reimbursed through state aid after the first year.)

Assuming a total of four Campus Plan complexes, the transportation bill is estimated at $400,000 yearly, with $40,000 borne by the city.

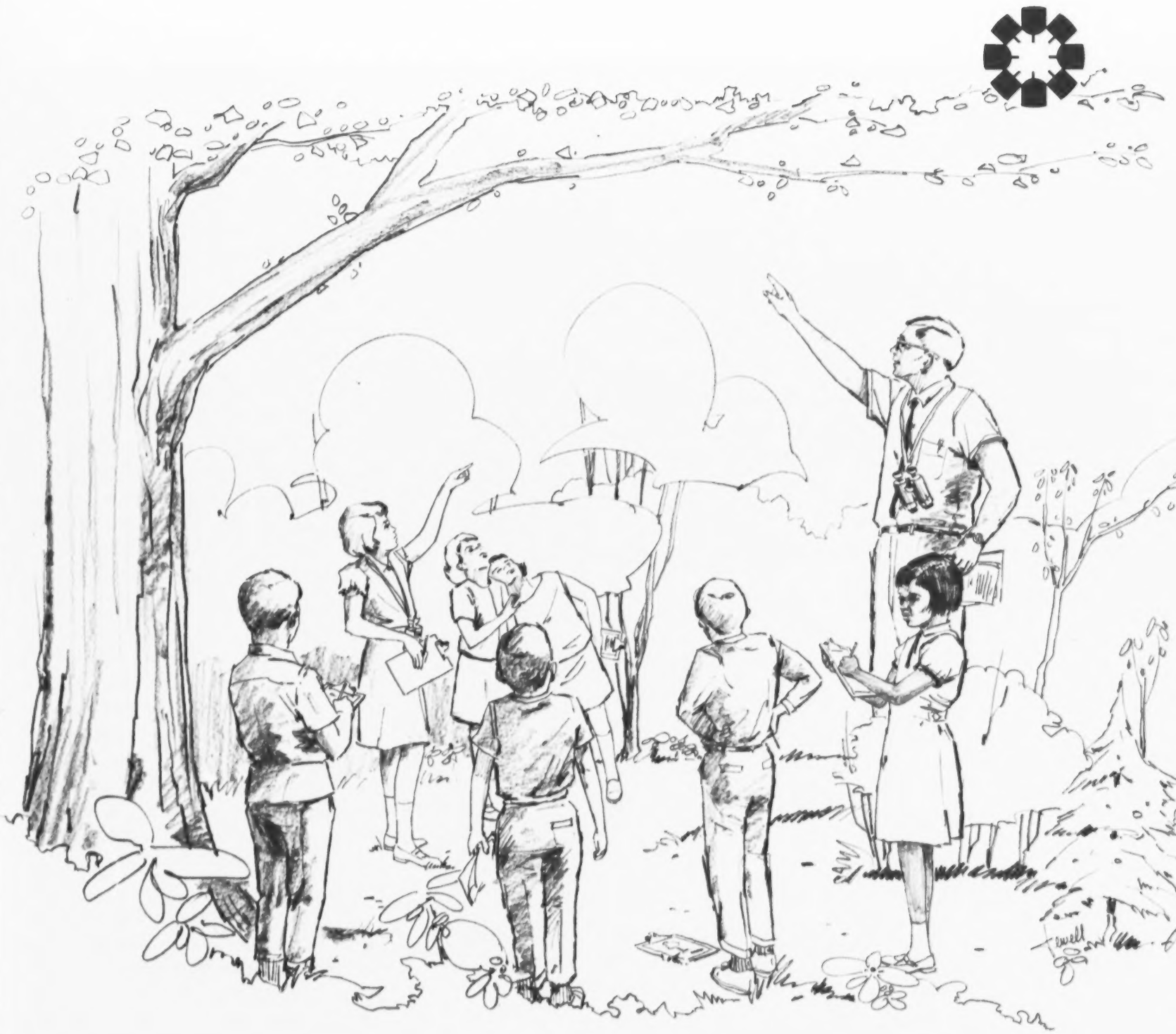
THE COST OF THE CAMPUS PLAN

Staffing cost comparisons work out favorably for the Campus Plan. It would be possible to provide for 25 per cent more pupils on the first campus at an annual cost only 3 per cent greater than that of staffing replaced neighborhood schools.

A single core structure, as in the first Campus Plan, would serve the equivalent of eight schools and would contain much of the more costly facilities. This would have to be repeated eight times if new neighborhood schools were to be built with these same features.

CAPITAL FUNDING

Syracuse's long-range capital improvement recommendations indicate the amount of $7.5 million for elementary school construction through 1972. Funds provided for elementary school construction for the past two or three years have been reserved pending decision on the Campus Plan proposal.



I. THE WHERE AND WHY OF SYRACUSE ELEMENTARY SCHOOLS

The public elementary schools of Syracuse are typical urban neighborhood schools. They sprang up in population centers, as the need for them arose. As population within the city has shifted, some of these schools have been forced into situations of overcrowding or racial imbalance, and some have even closed.

POPULATION PATTERNS

As throughout America, families in Syracuse are on the move. While great numbers of Syracusans maintain lifetime residence in their own neighborhoods, others move from one neighborhood to another, or into or out of the city. These moves frequently reflect a rise in the economic status of young families.

A faster-paced mobility has been in evidence since the 1950s, when the move to the suburbs began in earnest. In the present decade, families are still suburbs-bound, though many of them are being replaced.

The urban way of life is changing, too. Many more city dwellers live in apartments these days, for example, thus creating new kinds of "neighborhoods." There are already cases where old neighborhoods have been almost phased out by change; urban renewal areas offer dramatic evidence of this.

Consultants foresee a continuing very slight decline in population, predicting that about 206,500 people will be living in Syracuse by 1975. The elementary school population follows a similar general pattern.

NEIGHBORHOOD PATTERNS

It is less easy to predict the city's future neighborhood patterns. Areas now growing in numbers of young children could conceivably take exactly the opposite direction within a relatively short time. Areas with currently static populations could well show substantial increases.

Therefore, while the over-all city population can be forecast with some accuracy, there remain large uncertainties about its distribution. This is directly relevant to elementary school education in Syracuse.

Confronted with the clear need for replacement of obsolete buildings, Syracusans are also confronted with questions about where the replacements should be constructed and what sort of schools the new schools should be.

Before the "where" of new schools can be considered, however, the "why" must be made clear.

THE PRESENT SCHOOL BUILDINGS

As of 1967, the public elementary schools in Syracuse range in age from 10 years (George Washington) to 72 years (Clinton). Eight are over a half-century old. Of the remaining 23 schools, only four are under 20 years old.

Many of these buildings are in urgent need of replacement.

Table 1 shows some of the findings of a group of educational facilities consultants. They examined all of the Syracuse elementary schools and scored various features according to a scale developed by Michigan State University for this purpose.

These are the basic factors with which the consultants were most concerned: health and safety features, general environment (neighborhood), ease of administration and operation, the possibility of modifying the existing building, the size of the school site (plus its chance for being expanded), and the potential of the building for educational adequacy.

The eight schools listed in the table are those which were rated most obsolete and would be totally incorporated into the first campus. (Partial pupil populations from other

TABLE 1. **An Appraisal of Deficiencies in Eight Public Elementary Schools in Syracuse**

(rating of 100=total deficiency).

School	Bellevue (1898)*	Cleveland (1911)*	Clinton (1895)*	Jefferson (1918)	Lincoln (1898)*	Prescott (1921)	Salina (1908)	Webster (1918)*
Over-all rating of deficiency	55	49	60	53	44	53	49	46
Area of deficiency:								
Site	60	50	80	50	50	90	60	30
Building structure	57	29	43	43	29	57	57	29
Heating and ventilating	71	86	86	43	43	86	29	29
Fire protection	30	30	20	10	20	20	20	40
Illumination	60	60	60	60	20	60	20	60
Electric services	40	40	40	40	40	20	20	40
Toilets and water supply	22	44	44	44	22	22	67	33
Lockers and storage	80	60	100	60	60	60	40	60
Classrooms	75	50	50	50	50	62	50	63
General rooms	33	61	83	72	57	48	67	39
Administrative rooms	58	46	79	67	46	63	63	33
Special rooms	62	62	77	82	68	47	53	68

*Date of completion of original building.

schools would also be included.) The ratings show the degree to which the building fails to meet the minimum standard in each category.

The kinds of deficiencies reflected in this table are not the sort that could readily—or economically—be corrected through remodeling. Even where remodeling might be considered, costs would tend to be prohibitive.

What is more, new technologies have opened broad vistas in teaching aids. It would be extremely difficult, and in some cases perhaps impossible, to adapt such structures for truly effective use of new techniques and equipment.

SOME FACTORS INFLUENCING NEW SCHOOLS

Once committed to the idea that new school buildings are a necessity, the citizen must then give some thought to what kinds of schools would best solve the problems—not only the problems posed by old and outmoded buildings, but problems of population mobility, quality education, racial imbalance, and cost considerations as well.

The High Cost of Urban Land

A logical starting point for selecting sites for new schools is within the neighborhood, which has been the practice in Syracuse. Supposing that a large enough site were available, what about constructing a new school right there, in the center of pupil population?

There are some serious questions about this traditional solution. The plan fails to take into account the new mobility that can "dissolve" a neighborhood in a few years, the many problems presented by possible racial imbalance in a strictly neighborhood school organization, and the difficulty for a conventional neighborhood school in taking full advantage of technological and educational progress without excessive expenditure.

One of the most cogent arguments comes in the form of dollars and cents. The simple fact is that city land costs a great deal of money, particularly land located in the inner part of the city. On the other hand, land at the city's edges may still be acquired at a reasonable price; and, obviously, the substantial acreage needed for school sites is also easier to find here.

Table 2 shows what city land cost per acre, for the sites of some recently built Syracuse public schools.

TABLE 2. **Land Costs per Acre for Public School Sites in Syracuse.***

Year	School	Location	Cost per acre
1960	Clary Jr. High	Peripheral	$ 10,390
1959	H. W. Smith Jr. High	Peripheral	7,083
1961	Croton (addition)	Downtown	165,155
1960	McKinley (addition)	Intermediate	145,647
1962	Corcoran High School	Peripheral	3,639
1965-66	Southwest Jr. High	Intermediate	57,217

*Demolition costs are included. Not listed are Henninger High and Central Technical High (addition), since both were built on land already owned by the city.

Thus one compelling reason for moving the school site from the inner city to the outskirts is the money that could be saved for taxpayers in acquisition of the peripheral land, and the lower consequent loss of revenue from the tax rolls.

People on the Move

Practicality may be served in still another way by locating elementary schools on the city's periphery.

In an age in which mobility is becoming more and more commonplace, and in which patterns of neighborhood growth and composition are increasingly difficult to foresee, it is almost impossible to pinpoint a neighborhood school site with real certainty so that it will still be an advantageous site a decade or two hence.

Centers of population shift. A neighborhood which was sparsely populated yesterday by school-age children may be quite densely packed with them tomorrow. Today's "young-family" neighborhood may be tomorrow's retirement area. These are extreme examples, of course; but Syracuse has already seen instances where changes have tended to cause overcrowding in some schools, while

leading to questions about the practicality of continuing operations in others.

The Campus Plan school, located without specific reference to the neighborhood, would seem to stand a better chance of being of permanent value and service.

So, in addition to saving costs for taxpayers in the initial acquisition of land, the Campus Plan might also save construction funds over the long run, by eliminating the need for programs of adapting or adding to neighborhood structures to meet changing needs.

Equality of Educational Opportunity

The Syracuse Board of Education has made clear its concern with racial imbalance as a factor interfering with "the fullest possible development of every child through the best education for all children."

The Board's 1967 policy statement says: "The Board of Education feels that racial balance in (1) elementary school buildings and classrooms (Gr. K-6) should conform to the over-all City School District racial percentage pattern at that level." (The document goes on to make similar statements concerning junior high and high schools.)

This is in line with the recommendation of the New York State Education Department that school authorities take "responsibility for doing everything within their power, consistent with the principles of sound education, to achieve an equitable balance."

The State Commissioner of Education has defined racial imbalance as existing whenever an individual school's population is more than 50 per cent non-white. The Syracuse Board of Education has adopted a definition which relates racial imbalance in any individual school to the over-all non-white enrollment in city schools.

Under the Syracuse definition, any elementary school which at present has a non-white enrollment below 10 per cent or above 30 per cent is considered racially imbalanced.

Not all Syracuse public elementary schools now conform to the racial-balance formula, of course. Nor is it always educationally sound or possible to adhere to the formula, as the Board policy statement points out.

There have, however, been some transfers in the interest of racial balance, with more contemplated. One example is what happened when Washington Irving School was closed in 1965. Its population—mostly Negro—was assigned to 12 other elementary schools throughout the city. Some encouragement may be derived from the results of a sample study of these children. While the sample was admittedly small, it did indicate that the change of schools for a number of the children helped to bring about a marked improvement in reading and other skills.

In the Campus Plan may be found a way to permit all city youngsters to share equally in learning opportunities. At a school to which nearly all the children are taken by bus, social stigmas and other such handicaps would tend to disappear. In addition, more flexible use of teaching skills would give each child greater opportunity to progress at his own best pace.

II. THE CAMPUS PLAN PROPOSAL

The long-range proposal for Syracuse provides for four public elementary school campuses, with room for all of the city's children in grades kindergarten through 6.

Each campus—or "educational park"—would bring together a number of separate "satellite" schools, each with its own principal and faculty, and each with an enrollment of about 520 kindergarten through 6th-grade children. For the first campus, the plan provides for eight satellite schools (4,160 pupils, plus 110 special-education pupils).

By far the most important reason for proposing a Campus Plan for elementary education in Syracuse is its advantage from an educational point of view. In order to understand fully how such a physical plan can contribute to the highest-quality education, it is important to know just how a Campus Plan school functions.

HOW THE CAMPUS SCHOOL WORKS

The plan to have 4,270 boys and girls assigned to the first Campus Plan complex is apt to create an impression of overwhelming "bigness." This is not the case. The feeling of "bigness" can be reduced by careful organizational planning.

Each child would be able to identify with "his" school—a school much the same in size as today's neighborhood schools. (In fact, the satellite would *be* a "neighborhood school." Youngsters from the same neighborhood would travel on the same bus to and from their school.)

At the same time, each child would have available resources for learning which no single neighborhood school could afford to provide. The central "core"—shared by all eight schools—would contain such facilities as science laboratories, modern language learning areas, a well-equipped library, art and music rooms, an auditorium, physical education facilities, educational television center, areas for guidance and other educational services, plus a student health center with full-time nurses, and other services, such as a central kitchen.

Obviously, these are expensive facilities. Most of them could not be economically provided for an individual school. But the Campus Plan can make all of these services for individual pupils economically feasible.

Among the architectural advantages of the Campus Plan is the opportunity it provides for allocating a relatively large amount of interior space, proportionate to building size, for instructional and other programmed purposes. This is the result of the size of the complex and its centralization of many facilities in the core building.

THE HEART OF THE MATTER: TEACHING AND LEARNING

Having access to exceptional resources is not, of course, the single most important educational advantage in the Campus Plan school. These resources reinforce this new kind of educational plan and enable the child to realize his full potential in the best way possible.

At the heart of the plan is its flexibility. What this means is the potential for a maximum of individualized attention for each pupil, and an opportunity for each child to progress at his own best speed.

Classrooms With Flexibility

The physical planning for the classroom buildings calls for space that can be opened up to accommodate several simultaneous gatherings of children, or divided for small groups. The old notion of the "box" classroom, containing one teacher and one class of unvarying size, is already on its way out, even in conventional schools. With the Campus Plan, this notion gives way to teaching that centers on individual progress.

There is flexibility in the instructional program, too. For example, the 520 children in an individual satellite school would probably be divided into two levels, primary and intermediate. Each level would have its teaching teams.

Within this open framework, children would be carefully guided in their learning progress on an individual basis. Each child would be encouraged in the areas in which he shows promise, and would receive special help as needed in areas where he is less proficient.

Opportunities for independent study would be provided with guidance from the teacher. For the bright youngster this would eliminate the dangers of boredom and restlessness while waiting for the others to "catch up." For the slower learner, there would be assistance from specially trained teachers, without the frustrations that often plague these youngsters in the conventional classroom situation.

Making The Most of a Good Teacher

The Campus Plan school gives a good teacher his best opportunity to teach, and should serve as an inducement to good teachers elsewhere to make their professional home where this opportunity is to be found.

A team approach, for example, makes optimum use of each teacher's special abilities. This allows him to exert team leadership among the teaching group as a resource person in his strong subjects.

A number of specialists would also be included on the Campus Plan staff —such as speech therapists and reading teachers, as well as full-time art, music, and science teachers. Expansion of these services would be too costly for the normal neighborhood school, but works out well economically in the Campus Plan design.

Part of the Campus Plan proposal includes increased use of teacher aides. Just as a nurse's aide assists in the hospital by performing many routine functions, so an educational aide is useful to both teacher and students—and frees the teacher to teach and to plan. The teacher aide can also relieve many teachers of such duties as lunchroom and playground supervision.

The Campus Plan school teacher would be able to call on both human and technological resources. He would have greater freedom and opportunity to work with colleagues, coordinating studies in various areas to make them more meaningful to the individual child. He would have access to technical resources, ranging from audio-visual aids to (at some later date) the computer's instant information retrieval.

Many teachers in the Syracuse public school system are already familiar with many of the new teaching techniques. Campus Plan teachers and administrators would receive full training, to make most effective use of teaching opportunities. Funds would be sought for teacher training, beginning at least a year before the first Campus Plan complex opens, and including training sessions during the summer.

New Learning Opportunities

Syracuse neighborhood elementary schools have taken some notable strides in instituting special programs. It is possible to point to a number of accomplishments in such areas as music, art, science, physical education, and mathematics.

The Campus Plan has a strong potential in these and other specialized learning areas. The Campus Plan school could be an extension of the best that has been done to date, and could go on from there, speeding up the process of making these programs available city wide, on the same level of excellence, to all children.

The creativity present in most children suffers when such programs must be curtailed by lack of space or facilities. What is more, educators believe that early forms of self-expression—such as art—are instrumental in the development of later abilities, such as writing and reading skills.

During his Campus Plan school years, every youngster would have opportunity to take part in programs of art and music, in the study of science and of foreign languages, in a full-scale program of physical education, and in many other learning programs which have been difficult or impossible to offer in the neighborhood schools.

Outdoor campus areas would also be used for learning activities—for example, nature study and simple landscape gardening, as well as games and sports.

Art and Music. A child need not be gifted in order to derive profound lifelong satisfactions from early exposure to aesthetic values and from the opportunity to express his own "artistry."

The Campus Plan would make provision for art and music instruction for children of all ages. Guidance would help to reveal special aptitudes, and these youngsters would then be encouraged to pursue their studies on an individual basis.

Among facilities set aside for the arts would be areas permanently devoted to such activities as ceramics, sculpture, jewelry and metalworking, printmaking, weaving and rug-making, and photography.

The campus auditorium would serve as a concert hall from time to time, as pupils listened to outside performers and as they themselves performed for each other. Music, the universal language, would be taught to the primary children in their satellite school and at the intermediate level in the core facilities.

Both art and music would be taught not only for their aesthetic significance, but also as they relate to American life and culture and to the culture of the rest of the world.

Foreign Languages. Also helping to link the American child to the world is the study of languages. Learning a foreign tongue helps a child to become involved with the culture of another people and to associate himself not only with "my family" or "my school" but also "my world" and humanity in general.

The foreign-language program of the Campus Plan would be presented with the intention of continuing language studies through senior high school. Language instruction would begin at different grade levels for different children, depending upon aptitude. The ultimate aim is for this instruction to result in a truly usable fluency for the youngster who carries on with his studies through grade 12.

Mathematics. Another area in today's world in which some "fluency" is important is mathematics. Teaching modern mathematics in elementary schools poses a challenge, but it is a challenge which Syracuse has met in exemplary fashion. Many of the city's elementary schools have scored notable successes in a mathematics program which has served as a yardstick for other communities throughout the state.

The Campus Plan school would build on this solid foundation. In the campus environment, teachers with special training could work with all pupils at their own individual paces, and employ the teaching techniques most effective for each child.

Physical Education. The modern physical education program aids each child in attaining his best potential maturity—physical, intellectual, emotional, and social. Physical education makes an essential contribution to the over-all goals of education in general—to prepare youngsters to be active, healthy, intelligent, and responsible participants in a democratic society.

The extensive indoor and outdoor facilities of the Campus Plan complex provide a refreshing contrast to the often cramped and inadequate space reserved for physical education in many of the present neighborhood schools. In addition to serving its students during school hours, the Campus Plan's recreational facilities would become a year-round "community center."

Language Arts. A child learns no more important skill than reading—and, through it, the effective use of his own language. Yet each child may learn to read at a speed different from that of the others, and through methods that also vary with individualized instruction. Through the use of teacher aides and volunteers, through the services of speech and reading specialists, and through library and laboratory facilities, each child would be able to progress to the best of his ability. Such teaching demands the flexible use of space and the specialized services that characterize the Campus Plan.

Science. The teaching of science in present elementary schools is hampered to a great degree by lack of equipment or space for it (and, in some cases, by lack of sufficient specially trained teachers). In the Campus Plan school, children would have better opportunity to develop scientific attitudes and to explore the physical world they live in. Such facilities as a greenhouse, weather station, and animal care station would bring them into immediate contact with applied science. Simple research areas in the central core could help further to develop abilities in scientific investigation.

Such a program demands the services of science specialists—teachers trained to teach science at the elementary level—as well as the physical facilities. From a practical standpoint, this is out of the question in the city's present elementary schools.

Other Study Areas. In social studies, and in other areas of learning, the campus school concept lends itself to a broadening of experiences for the child.

All of the subjects he studies can be meaningfully coordinated. He has the benefit in each field of teachers with specialized training. And to supplement the best of good teaching he has the wealth that only a comprehensive library and exceptional technical resources can provide.

AN INDIVIDUAL PACE FOR LEARNING

Education should be for *all* people. Therefore, the Campus Plan school would include special-education services.

These services are aimed at mentally retarded and emotionally disturbed children. Like other children, they would proceed at their own pace. The fact that it may be a slower pace may be less evident in a continuous-progress program. Because they are working with special teachers, they can in no way "slow down" the faster learners; yet at the same time, they are able to share school activities with the other children and thus not feel "left out."

Through this kind of learning program, in this kind of campus setting —and through sharing as much as possible in day-by-day school life— there is good reason to believe that emotional disturbances and other problems may be minimized, and that these pupils may indeed make good learning progress.

SPECIAL SERVICES

The special services staff of the elementary school campus offers a number of benefits that are currently not possible in a neighborhood school.

Health and Food Services

For example, there would be full-time nursing service (as opposed to the "traveling" school nurse who must now visit many schools).

Children would eat lunch on campus. Each two satellite schools would share a divided dining room, a room designed and scheduled to allow efficient service. All food would be prepared, to high standards, in the campus core kitchen. With state and federal financial assistance, plus foodstuffs from the Department of Agriculture, children would be assured of well-balanced meals at reasonable cost.

Pupil Personnel Services

Most children would keep the same guidance counselor throughout the elementary school years. These counselors are among the specialized staff members whose job is to help improve the conditions of learning.

Other services that come under this heading are the visiting teacher service and psychological service— plus, of course the health services.

Organization and Administration of the Campus

Each of the eight satellite schools would have its own principal. He would be concerned mainly with the instructional, rather than purely managerial, aspects of his school, and with the way in which it is serving its community.

Many of the administrative functions now required of school principals would be handled by the core staff, under the leadership of a coordinator who would carry over-all responsibility for the campus.

To determine matters of curriculum, committees would be set up with representation from all of the campus schools and from the District Office.

In the first proposed Campus Plan complex for Syracuse, the eight satellite schools would be divided into four pairs. Each pair would share a number of facilities, thus cutting building costs and making best use of shared specialized staff and of the building site itself.

HOW CITIZENS CAN HELP MAKE GOOD SCHOOLS BETTER

The Campus Plan school would look to parents and other citizens for interest and cooperation. The geographical location of the campus site necessarily places it outside walking distance for most of the children's families. This may make it seem somewhat remote; but the hope is that even more vigorous parental and citizen participation will characterize the new schools.

To insure such participation may mean the revision of some established ideas about parent organizations. Planning will go forward with the help of the people of the community themselves. Perhaps a community organization for each satellite school will prove to be the best answer.

From the beginning, all parents of elementary school-age children are urged to become well acquainted with the Campus Plan. The active interest of parents and other citizens is crucial to the success of the school and of the individual pupil.

The Campus Plan represents a logical evolutionary step in the progress of elementary education in Syracuse.

It assuredly cannot be considered revolutionary, unless perhaps in the use it makes of the products of today's technological revolution.

Technological and other aids supplement and underscore good teaching. In a Campus Plan school, the best of these supplementary services can be made readily (and economically) available to all who may benefit from their use.

The flexibility of Campus Plan design is intended both to permit a variety of learning experiences and to allow for new developments in education and educational aids. The campus should adapt particularly well to coming technological advances. (As an example: a computer center is not initially planned for the first campus, but space for it will be allocated in the core building, so that when computerized learning aids become a practical reality, Syracuse children will have them.)

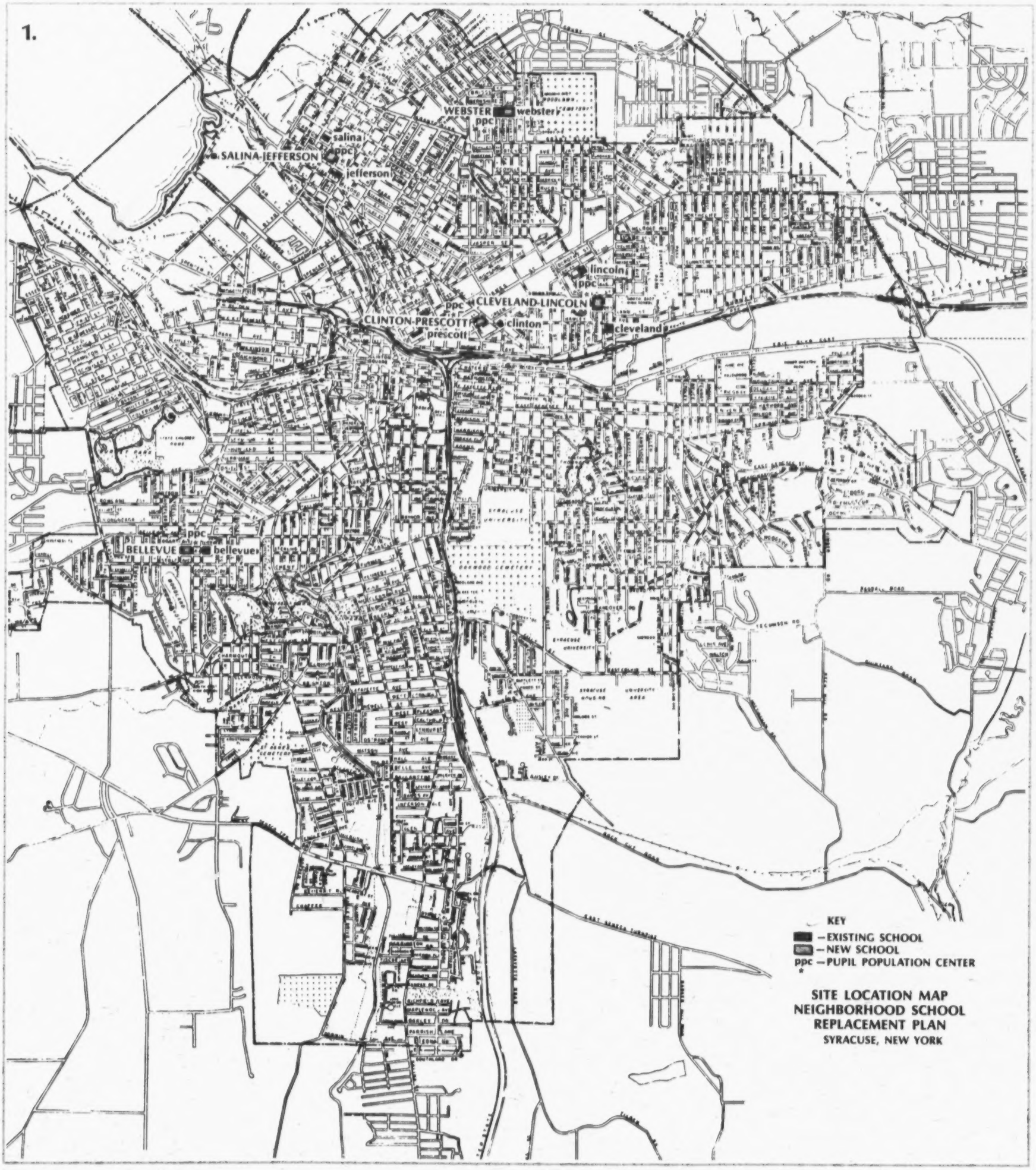
There has probably never been another era in which so much has changed so quickly for so many. As the already rapid pace of technology is further stepped up, thoughtful people are asking searching questions about the way in which future generations can best prepare to meet the challenges of a technological tomorrow, and at the same time preserve the highest humanitarian values of the past and present.

The Campus Plan has been conceived as one possible answer to some of these questions. The location, organization, and operation of the Campus Plan school take into account not only the changing neighborhood, but also the urgent need for today's youngsters to become tomorrow's intelligent citizens, both of the community and of the world.

The primary aim of the Campus Plan is to strengthen the fundamental relationship between teacher and pupil, on which all education must be based. Proponents of the Campus Plan see it as an opportunity for the inspired teacher to reach the greatest number of children, and for each child to develop both as an individual and in his awareness of his relation to others.

This, of course, is what good schools have always tried to do. The Campus Plan attempts to suggest a way of doing it which takes into fullest consideration both the needs and the opportunities which are shaping the course of elementary education today.

1.


WEBSTER
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BELLEVUE
bellevue
KEY
—EXISTING SCHOOL
—NEW SCHOOL
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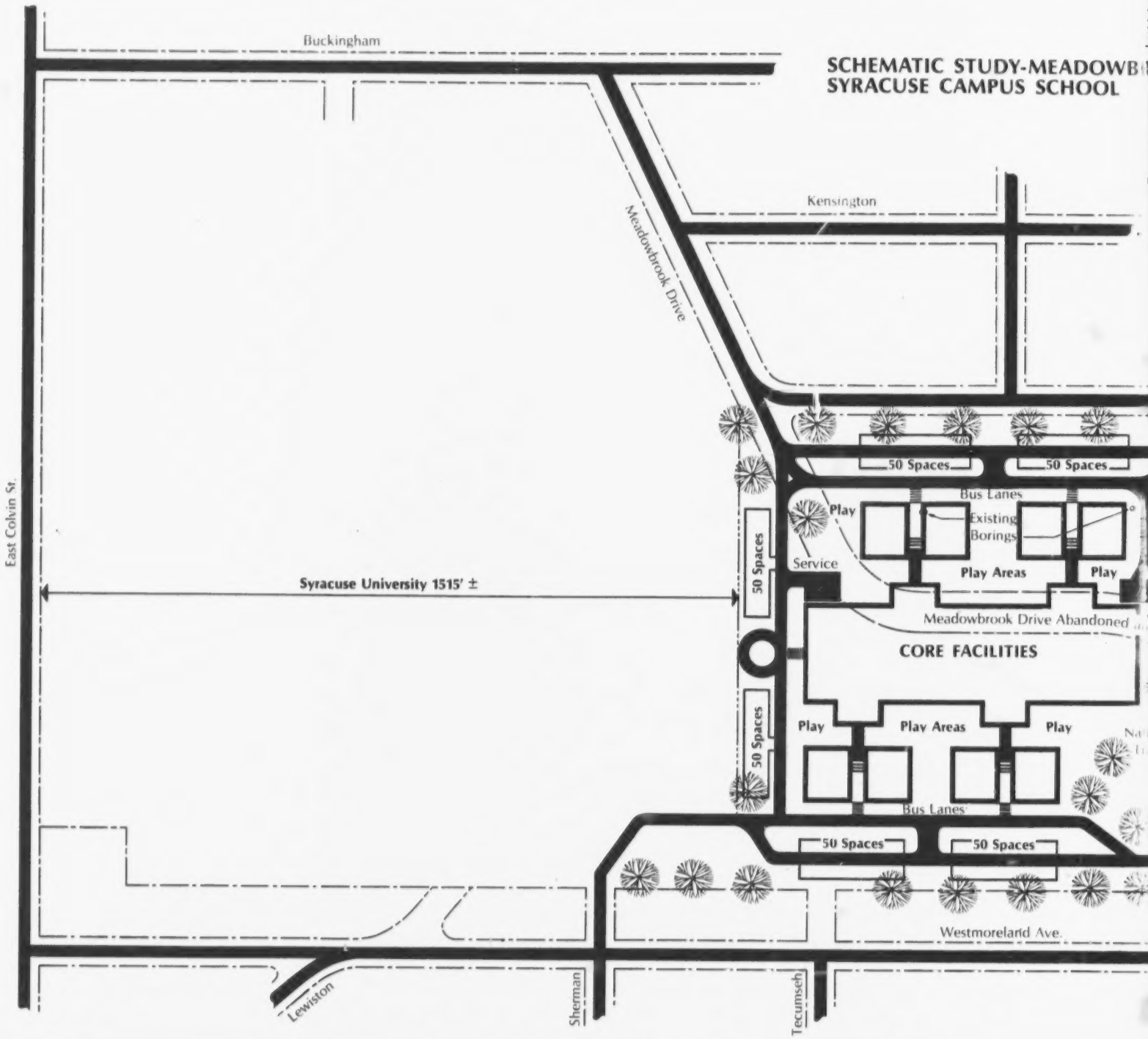
SITE LOCATION MAP
NEIGHBORHOOD SCHOOL
REPLACEMENT PLAN
SYRACUSE, NEW YORK

2.


SCHEMATIC STUDY-MEADOWB
SYRACUSE CAMPUS SCHOOL
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Meadowbrook Drive
East Colvin St.
Syracuse University 1515' ±
50 Spaces
50 Spaces
Bus Lanes
Existing
Borings
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Service
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Play
Meadowbrook Drive Abandoned
CORE FACILITIES
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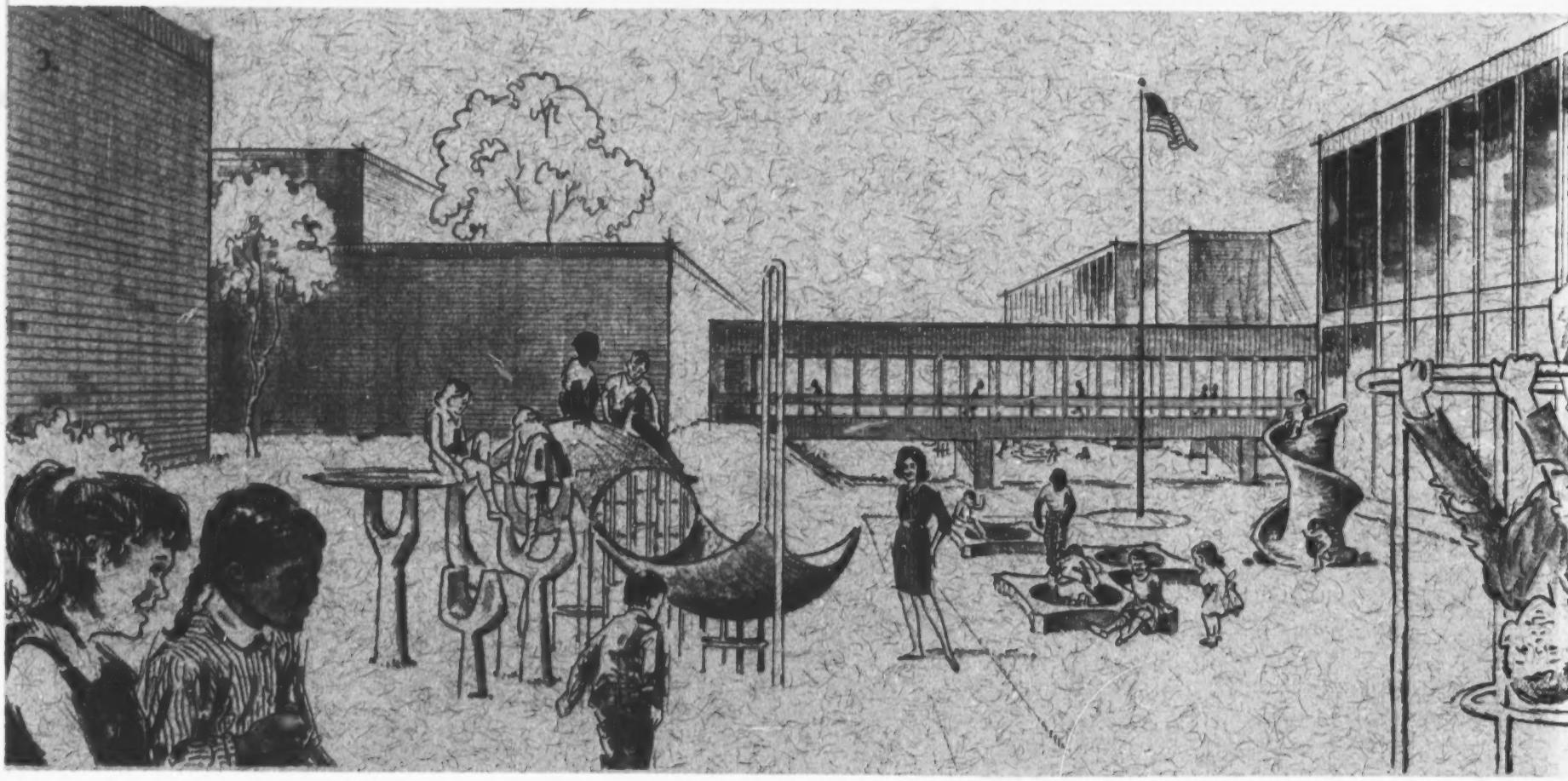
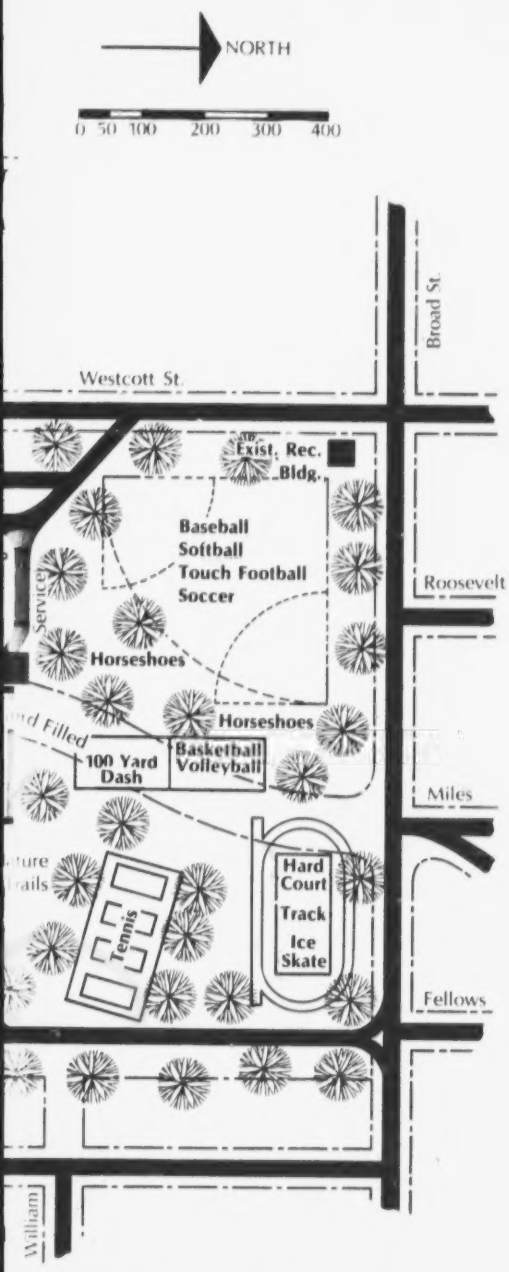


ROOK DRIVE SITE



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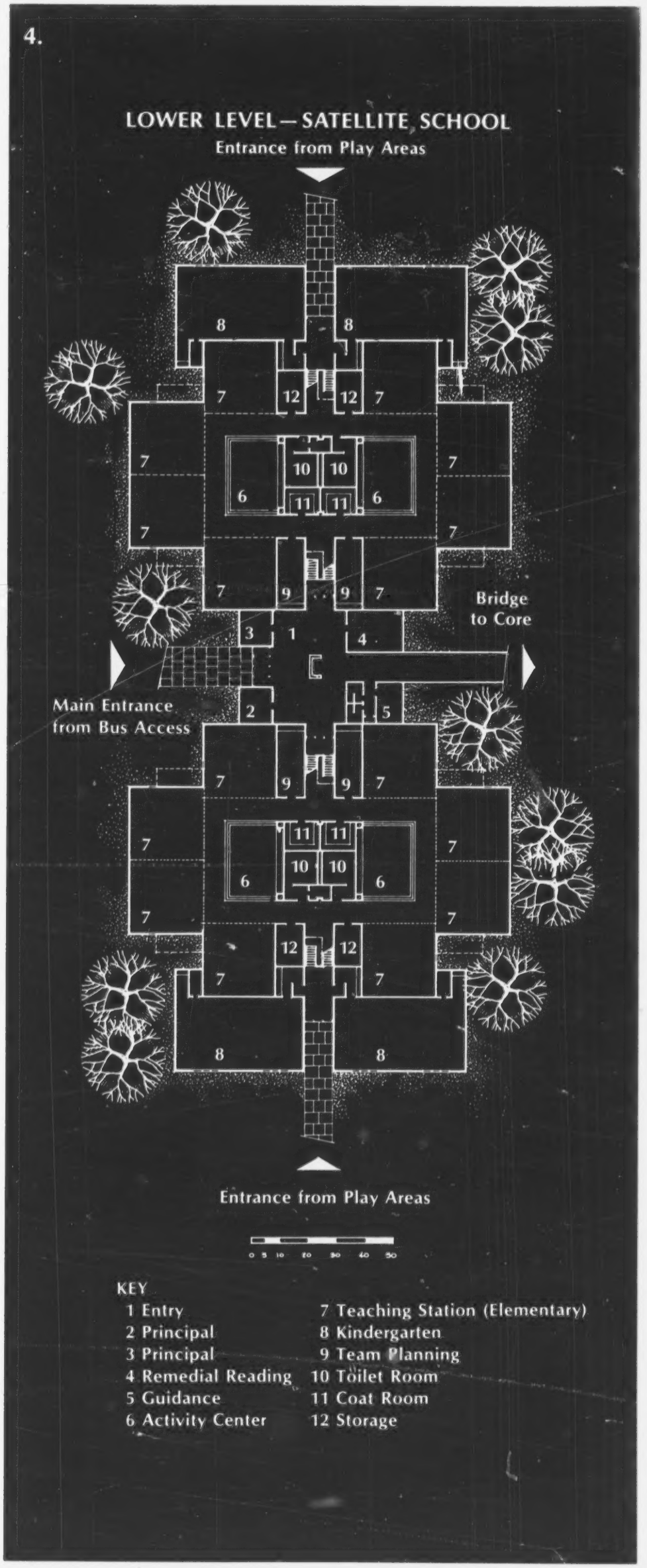
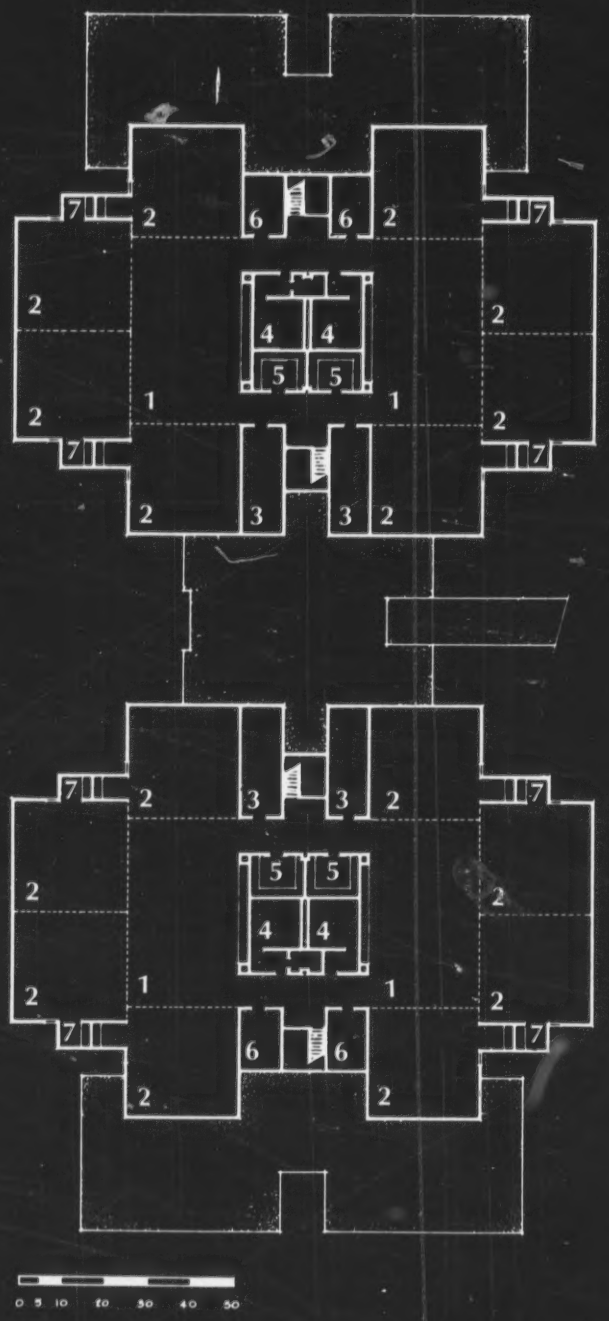


5.

UPPER LEVEL — SATELLITE SCHOOL



KEY

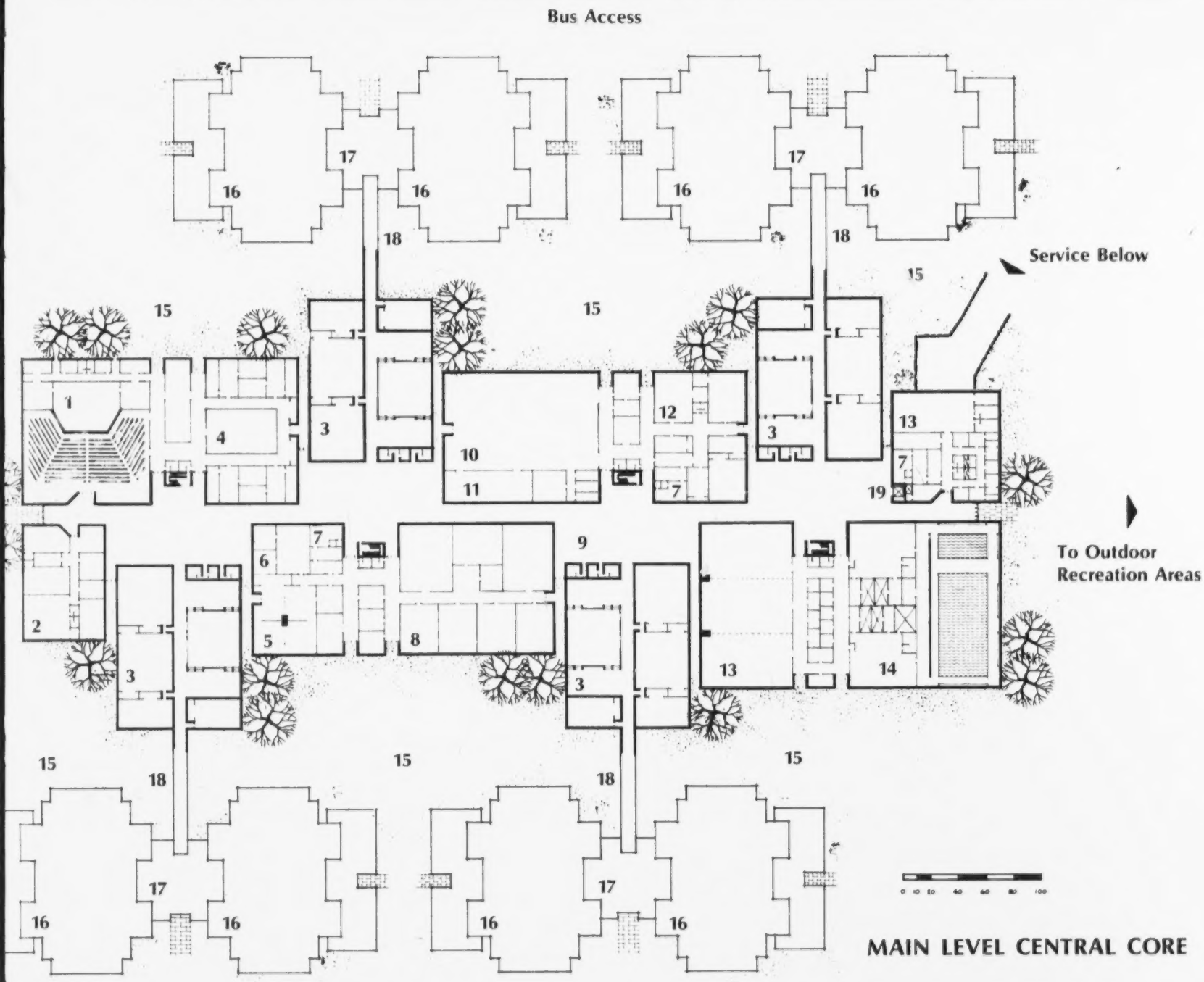
1 Activity Center
2 Teaching Station (Intermediate)
3 Team Planning
4 Toilet Room
5 Coat Room
6 Storage
7 Seminar Room

6.

KEY

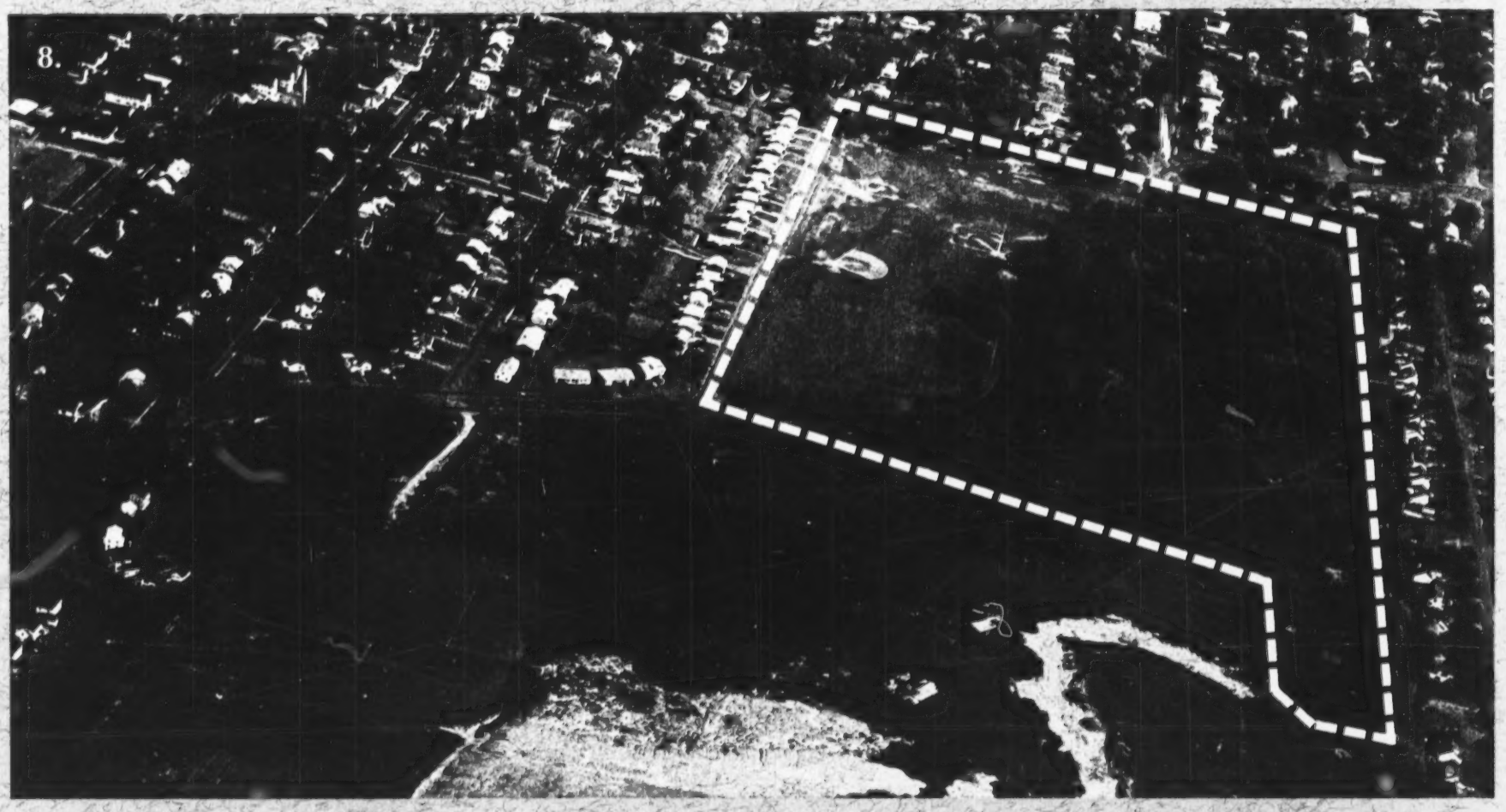
1 Auditorium
2 Administration
3 Inter-Satellite Core Facility
Special Education
Dining
Music
Physical Education
4 Music
5 Science
6 Dental
7 Health
8 Art
9 Main Street
10 Library
11 ETV
12 Special Education
13 Physical Education
14 Aquatic Center
15 Outdoor Recreation
Primary Level
16 Satellite School
17 Inter-Satellite
18 Bridge
19 Elevator

Public Entrance



MAIN LEVEL CENTRAL CORE

KEY TO ILLUSTRATIONS



1. Site location map shows suggested locations for replacing neighborhood schools in their attendance districts. Included are the eight elementary schools judged most obsolete. As the map indicates, three pairs of schools would be merged in their joint centers of population, making a total of five replacement schools. (These are also the schools which would be closed with the opening of the first campus, should the Campus Plan be adopted.)

2. The proposed site for the first Campus Plan complex makes use of existing play areas and other features of the terrain. A substantial campus area will be available for recreation, nature study, and other outdoor activity. Each pair of satellite schools has a walkway connection to the central core facility. Buses load and unload youngsters directly in front of satellite schools.

3. An artist's rendering of the way the campus may look shows at right the center core, connected by a covered walkway (center) to a pair of satellite schools. In foreground is one of the play areas assigned to the satellite schools, especially for the use of younger children.

4, 5. Proposed floor plans for satellite schools indicate flexibility of classroom space (dotted lines). The two schools share an entry, courtyard, and passage to the central core, but are otherwise autonomous.

6. Architect's proposed plan for entire Campus Plan complex shows the way in which the core facility serves the satellite schools. Such features as the auditorium, library, health center, and major physical education area are for the use of all eight schools. Other components of the central core are reserved for the use of the two satellite schools connecting directly with them.

7. An artist's concept of an interior of the central core facility shows how cafeteria, physical education area, music room, library, and science center may be located off main corridor.

8. Aerial view of proposed site for the first Campus Plan complex looks north from Colvin Street. Dotted line represents the edge of the campus. School buildings would be located approximately at center of area. Field with baseball diamond could be retained as a physical education area, and woods at upper right could be developed as a park and recreation area. The section of Meadowbrook Drive traversing the site would be filled to become part of the campus, with traffic diverted along Westcott and Broad Streets.

TABLE 3. **Proposed Assignment of Pupils to the First Campus**

School	Enrollment* total	Estimated numbers attending campus schools
†Bellevue	510	510
†Cleveland	340	340
†Clinton	380	380
Croton	1,199	280
Danforth	781	100
†Jefferson	480	480
†Lincoln (elementary div.)	320	320
Merrick	560	135
McKinley-Brighton	868	75
†Prescott	220	220
†Salina	370	370
Seymour	854	90
Edward Smith	1,057	210
Sumner	677	120
†Webster	530	530
Estimated total campus enrollment (less 110 special-education pupils)		4,160

*Based on 1966-67 enrollment figures.
†School to be closed.

III. LOCATING THE CAMPUS SCHOOL

Cost requirements as well as acreage requirements point to the outlying parts of the city as the most practical areas for school campuses.

Where would the first Campus Plan complex be located?

THE NEW SCHOOLS

The Department of Planning of the City of Syracuse has listed several possible sites to be considered as future campus locations. The chief concern, of course, is with the first campus. In order to permit realistic basic planning, a site for this has been chosen.

The streets bounding this first campus site would be East Colvin, Westcott, and Broad Streets and Westmoreland Avenue. Part of what is now Meadowbrook Drive would become part of the campus.

This site would provide about 47 acres for school buildings, playgrounds, and recreation areas.

WHO GOES TO THE CAMPUS SCHOOL?

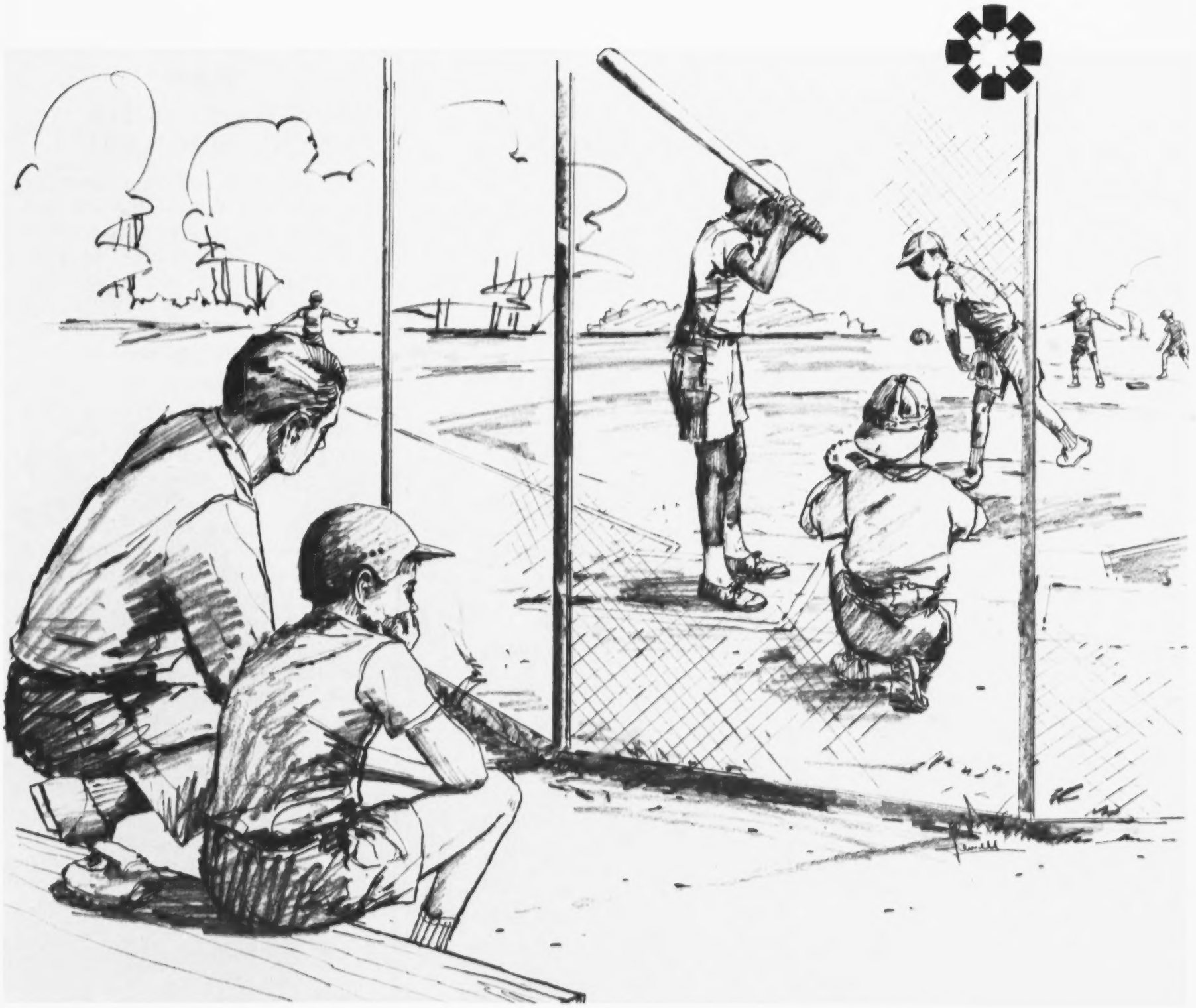
The proposal is that children who attend the first campus schools be those who would otherwise go to the eight neighborhood schools described in Section I. In addition, there would be some pupils from overcrowded or racially imbalanced schools, assigned to the Campus Plan complex by neighborhood (rather than by grade level).

This assignment of pupils to the first campus site results in a racial balance of about 80 per cent white, 20 per cent Negro—present city schools' elementary percentage—and helps to alleviate the situation in the schools where the need is most acute. This same balance would be maintained within the individual satellite schools on the campus.

WHAT HAPPENS TO THE OLD SCHOOLS?

According to predictions, it would be possible to increase the assessed valuation in Syracuse by as much as $1.9 million. (This is based on various alternative uses for the land and structures of the eight neighborhood schools to be retired when the Campus Plan complex opens.)

Many dispositions of the sites have been suggested, including both business and residential developments of various types. The proposal now is that the sites of Cleveland, Clinton, Jefferson, Prescott, Salina, and Webster Schools be returned to the city for potential sale, and thus be returned to the tax rolls if the School District has no further use for them. The Bellevue site, with the present building demolished, would make the playground area for the Southwest Junior High School. The Lincoln site would be retained by the city for use as a junior high school until it is replaced.



IV. GETTING TO AND FROM THE CAMPUS SCHOOL

One of the most evident ways in which the Campus Plan school would differ from the traditional urban neighborhood school is in the transportation of children. Almost every child who attends a campus school would travel by bus.

In terms of safety, the plan has its obvious advantages. Also, children would be less exposed to bad weather on their way to and from school. In terms of travel time, however, the plan has some disadvantages, especially for the child who now lives a block or two away from his school.

TRAVEL TIME, TRAVEL SAFETY

For many youngsters bus transportation would mean additional travel time to and from school, even though bus routes would be planned to keep this to a minimum.

Transportation consultants who have studied the Campus Plan for Syracuse suggest, however, that this extra time may be offset by reduced exposure time to the elements and by important safety considerations.

The bus stops, for example, would be planned so that no child would have to cross a major street on his way to or from the bus. For the child who would normally walk all the way to a neighborhood school, the bus trip would eliminate dangerous crossings. Children who now go home for lunch would not be making this extra round trip.

It may be argued that, in general, pupils may be in transit about twice as long as they are now on the way to school. But studies indicate that they would be exposed to traffic hazards and weather for less than half as long.

The consultants have estimated that travel time by bus would vary between 10 and 30 minutes, depending upon the location of the child's home. The greatest distance any child would have to travel to the first campus would be 5½ miles. The average pupil would need 2 to 3 minutes to walk between home and bus stop (1-1½ blocks).

TRANSPORTATION COSTS

The total cost of transportation of pupils to the first campus site is estimated at $180,000 annually. The State of New York currently reimburses 90 per cent of school district transportation costs for pupils residing 1½ miles or more from the school. This means that the estimated cost to Syracuse would be $18,000 after the first year.

For the four proposed campus schools, the over-all transportation cost is expected to be about $400,000, or $40,000 for Syracuse.

For the first campus, 51 vehicles would probably make 65 separate trips each morning. (Some buses could double up on the shorter runs.)

The School District already transports almost 4,000 youngsters—including handicapped pupils and some who attend schools outside their neighborhoods in the interest of racial balance.

The cost of this transportation for the 1966-1967 school year is $314,966. (To this current figure would have to be added future transportation of more children, as the school system works toward racial balance. On the other hand, some of these costs of transportation for racial-balance reasons might be automatically eliminated as they are absorbed into the normal transportation expenses connected with the Campus Plan.)

V. WHAT NEW SCHOOLS COST TO OPERATE

Its unique organization allows the Campus Plan school to make unusually efficient use of its staff, both teachers and non-teachers. There are some areas in which the Campus Plan complex costs less to staff than would neighborhood schools for an equivalent number of pupils. Naturally, there are also areas where costs are higher.

In the elementary schools whose pupils would attend the first campus schools, classes now range widely in size, up to 40 pupils and, in some cases, more.

With 4,270 campus pupils and a total of 136 classroom teachers, centralization would permit greater control over teacher loads, basic to providing good education.

The Campus Plan would thus afford better opportunities to stabilize class size and to gain the advantages of team teaching and increased use of specialists at the same time. The campus schools would maintain classroom population within an acceptable teacher-pupil ratio.

A significant reduction in the cost of instructional materials and supplies might be brought about by the organizational structure of the Campus Plan and its efficient use of learning space and of student time. For example, many learning materials and instructional aids could be used by more people, and used more often. This increased "mileage" that such equipment might thus yield could result in decreased per pupil costs.

In addition to the classroom teachers would be the specialists. Staffing the Campus Plan schools with these people would in many cases cost more than is now allocated for this purpose. It would not, however, cost as much as providing such specialists for individual neighborhood schools. This would be far more expensive to do, since the services of more specialists would be required.

Areas in which staffing costs would be higher are art, physical education, guidance, mathematics, and speech therapy.

Provision must also be made for specialists in foreign languages, science, and special education, and for librarians and ETV specialists.

Additional salaries of aides—to assist teachers, librarians, and nurses—may be available through federally aided programs.

As is the case in current public school operations, a continuing assessment of staffing requirements would be conducted for the Campus Plan schools.

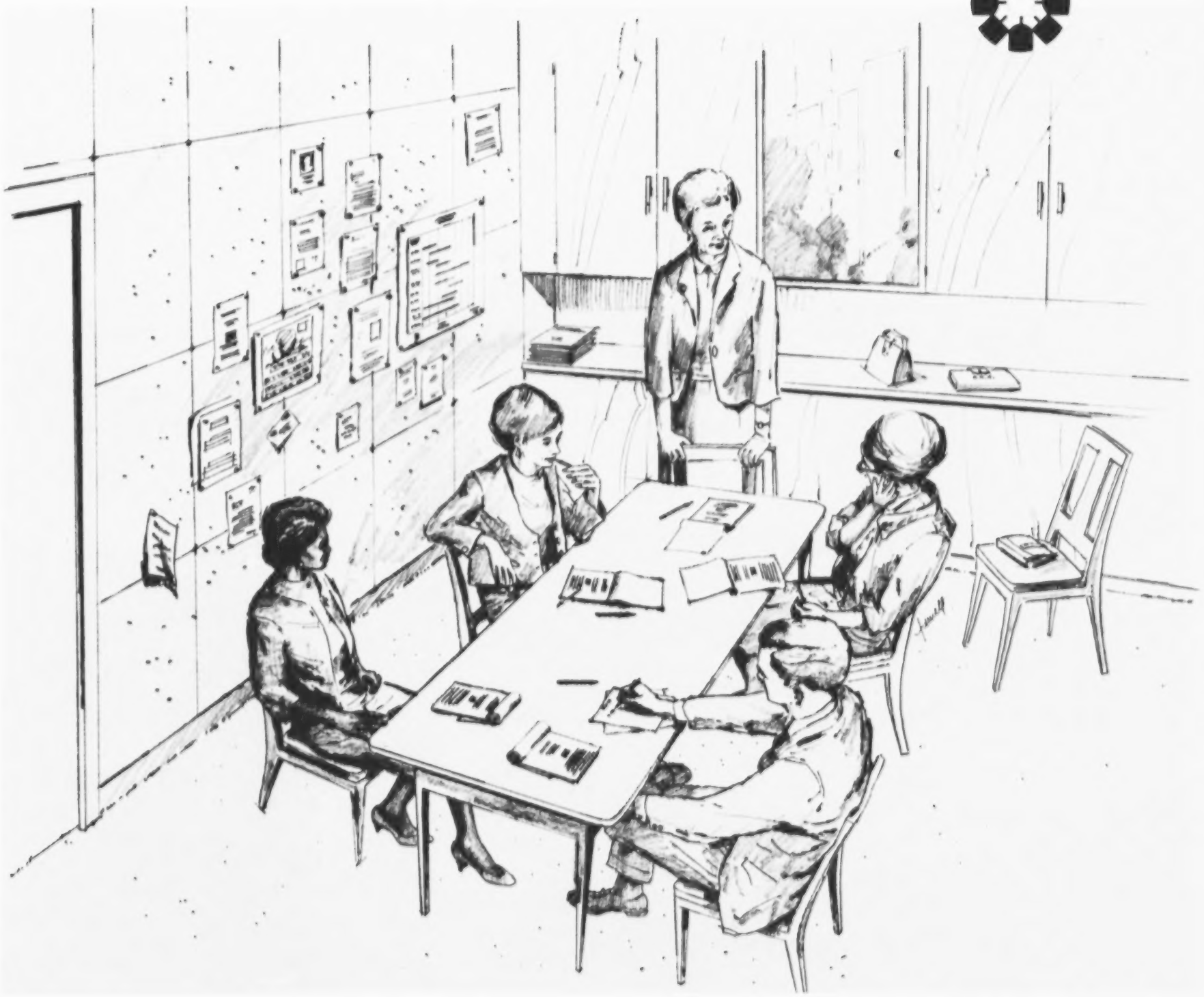
Table 4 gives a general idea of the staffing costs.

As for additional operating costs, consulting architects and engineers have offered the opinion that the cost of heating, lighting, and servicing the buildings of the first Campus Plan complex would be lower than or equal to the cost of heating and lighting the neighborhood school replacements.

TABLE 4. **Salary Costs of Staffing the Campus Plan Complex**

(compared with present costs).

Position	To meet present needs	Campus Plan	Present cost	Estimated campus cost	Difference
Classroom teachers (K-6)	144	136	$1,070,726	$1,011,242	
Special services	39	53	311,008	422,315	+ 111,307
Administration	8	9	100,760	116,312	+ 15,552
Other non-teaching	123	111	253,003	235,463	
Totals	314	309	$1,735,497	$1,785,332	+$ 49,835



VI. BUILDING AND FINANCING

Whether to create campus schools for Syracuse's elementary school children, or simply to replace obsolete schools in their neighborhoods, the costs are bound to be substantial. Since it is clear that new schools of some kind must be built, it is important to analyze the elements involved and to compare some of the probable price tags.

Cost comparisons for the two types of school construction are based on estimates by consulting architects.

THE COST OF NEW SCHOOLS

The estimated cost of replacing the eight neighborhood schools which would be closed by the first Campus Plan complex is $10,997,300. The estimated cost of the first campus is $10,525,000. (*See Table 6 for a breakdown of these costs.*)

These figures include the cost of land acquisition, demolition and site improvement, construction, furniture and equipment, architectural and engineering fees, and contingency funds.

HOW THESE COSTS COULD BE MET

Implementation of either of these alternatives would require bonding.

In the case of the Campus Plan, the bond would be issued in 1969 to mature in 1989.

The bonds necessary to finance the neighborhood replacement schools would be issued in various years, to correspond with the schedule established under the 1966 City Capital Improvement Program, which has been approved by the Board of Estimate. These bonds would be issued between 1968 and 1973, with maturity dates ranging from 1988 to 1993.

In all cases, the assumption is that the bonds would be for 20 years and would carry an interest rate of 3.4 per cent.

The effect of the expense of debt service must therefore be added to the cost estimates. This brings the neighborhood replacement cost to $14,765,434, and the Campus Plan cost to $14,121,775. (*See Table 7 for the components of these totals.*)

State Aid

The net cost to the city would, however, be substantially lower than these totals, since the program would be eligible for state aid. For purposes of comparison, state aid is computed at 45 per cent of the total project cost in Table 5.

Thus, the implementation of the Campus Plan program might cost the city $354,016 less than the alternative of replacing existing elementary schools in their own neighborhoods.

TABLE 5. **Anticipated Distribution of Total Project Costs Between the City of Syracuse and State Aid.**

	Total project cost	Contribution from state aid	Cost to City of Syracuse
Replacement of neighborhood schools	$14,765,434	$6,664,442	$8,120,992
Campus Plan	$14,121,775	$6,345,799	$7,766,976

Aid Under Urban Renewal

The city may receive non-cash grant-in-aid credit for eligible construction and related school costs under urban renewal provisions.

Such aid is computed on the basis of the ratio of children from a federally approved urban renewal project area to be enrolled in the school, to the total school enrollment.

Other Aid

There is a good possibility that federal and/or foundation construction aid may be available for some portions of the first Campus Plan complex. To the degree to which such aid might be forthcoming, city costs would be reduced, perhaps as much as $1.5 million.

Feasibility Under Constitutional Debt Limit

As of October 10, 1966, the constitutional debt margin of the City of Syracuse stood at $56,239,606. (*See Table 8 for the complete statement.*)

Since the projected indebtedness for either school program falls well below this limit, both may be considered feasible in regard to this legal restraint.

Feasibility Under Constitutional Tax Limit

A second restraint on the city's financial activity is imposed by a 2 per cent constitutional tax limit. This limit, however, applies only to operating expenses. Capital expenditures, such as these alternative programs, are allowable up to 9 per cent of the full valuation.

CONCLUSION

It would appear that both of the alternative school programs are feasible under the various financial restraints noted. Thus the major financial consideration involved in these programs would seem to be the willingness and ability of the city to budget the necessary annual appropriations for debt service.

Schools Replaced in Their Attendance Areas

The city would be required to appropriate a total of $8,120,992 over a 25-year period to replace the eight neighborhood schools under the attendance-area replacement plan (assuming the bonding schedule from Table 7). (*See Table 9 for details.*)

The annual costs of this alternative show substantial variation over the period from 1969 to 1993. The annual cost rises rapidly between 1969 ($132,965) and 1974 ($523,998). Thereafter, the annual commitment falls by about $9,800 annually until 1988; at this point the level would be $322,112. Beyond 1988, the annual cost falls sharply; this reflects the retirement of the early bond issues to a final payment of $52,676 in 1993.

The Campus Plan

Adoption of the Campus Plan would require a total commitment of $7,766,976 from the city over a 20-year period, from 1970 through 1989 for the first campus. This commitment is, as noted, $354,016 less than that required for the neighborhood replacement program.

The cost to the city of debt service on the Campus Plan would be $616,192 in 1970. Thereafter, the necessary annual commitment would decline by an average of about $9,400 a year through 1989, when the final payment of $284,350 would be made.

The study projections are based on eventual use of four Campus Plan complexes for all elementary education in Syracuse. They serve as a practical guide in the immediate need to establish financial commitments which might be required for the first campus. They would serve as a base for continuing evaluations of cost, program, educational value, and other factors, which will take place as the Campus Plan program develops.

TABLE 6 **Comparative Cost Estimates of New Schools**

neighborhood replacement and the Campus Plan

	Bellevue*	Cleveland-Lincoln*	Clinton-Prescott*	Salina-Jefferson*	Webster*	Replacement total	Campus Plan
Site acquisition	$ 248,000	$ 390,000	$ 420,000	$ 345,000	$	$ 1,403,000	$ 470,000
Demolition of existing buildings	18,050	22,800	57,000	23,750	35,000	156,600	
Building†	1,220,000	1,623,000	1,339,000	1,475,000	1,361,000	7,018,000	7,617,000
Site improvement	60,700	110,000	73,000	100,000	195,000	538,700	400,000
Furniture and equipment	108,000	140,000	130,000	139,000	114,000	631,000	718,000
Architect-engineer services	86,600	108,600	100,500	107,500	98,000	501,200	490,000
Contingency	125,500	165,000	150,300	163,000	145,000	748,800	830,000
Project cost	$1,866,850	$2,559,400	$2,269,800	$2,353,250	$1,948,000	$10,997,300	$10,525,000
Number of pupils based on 1967 enrollment	500	650	700	800	550	3,200	4,270

*Replacement in or near present neighborhood location.

†Building costs are based on 1967 construction costs at $18.00 per square foot and escalated 3 per cent annually to the hypothetical date of construction of the respective schools. These dates are indicated in Table 7 and were selected on the basis of the 1966 Capital Improvement Program for the City as approved by the Board of Estimate. The amount of funds allocated in the Capital Improvement Program for elementary school replacement was not used, since adjustment was required for additional costs of site acquisition and preparation as well as for increase in costs of construction, as noted above.

TABLE 7. **Comparative Cost Estimates of New Schools**
(neighborhood replacement and the Campus Plan).

School	Project cost	Year of bond issue*	Amount of bond issue†	Total debt services (principal and interest)
Clinton-Prescott	$ 2,269,800	1968	$ 2,270,000	$ 3,045,660
Salina-Jefferson	2,353,250	1969	2,355,000	3,159,715
Bellevue	1,866,850	1971	1,870,000	2,508,949
Cleveland-Lincoln	2,559,400	1972	2,560,000	3,434,752
Webster	1,948,000	1973	1,950,000	2,616,358
Total	$10,997,300		$11,005,000	$14,765,434
Campus Plan	$10,525,000	1969	$10,525,000	$14,121,775

*Bond issue is assumed to occur in the first year of construction. No attempt has been made to estimate costs of bond anticipation notes which would likely be issued prior to the start of construction. This is not considered to be a significant deficiency since these notes would be issued regardless of the alternative program selected.

†The amount of bond issue has been rounded in accordance with accepted bonding procedure to allow even payments of principal. These amounts include both the 5 per cent cash payment to be covered by a two-year capital note and the remaining 95 per cent to be covered by a 20-year bond issue.

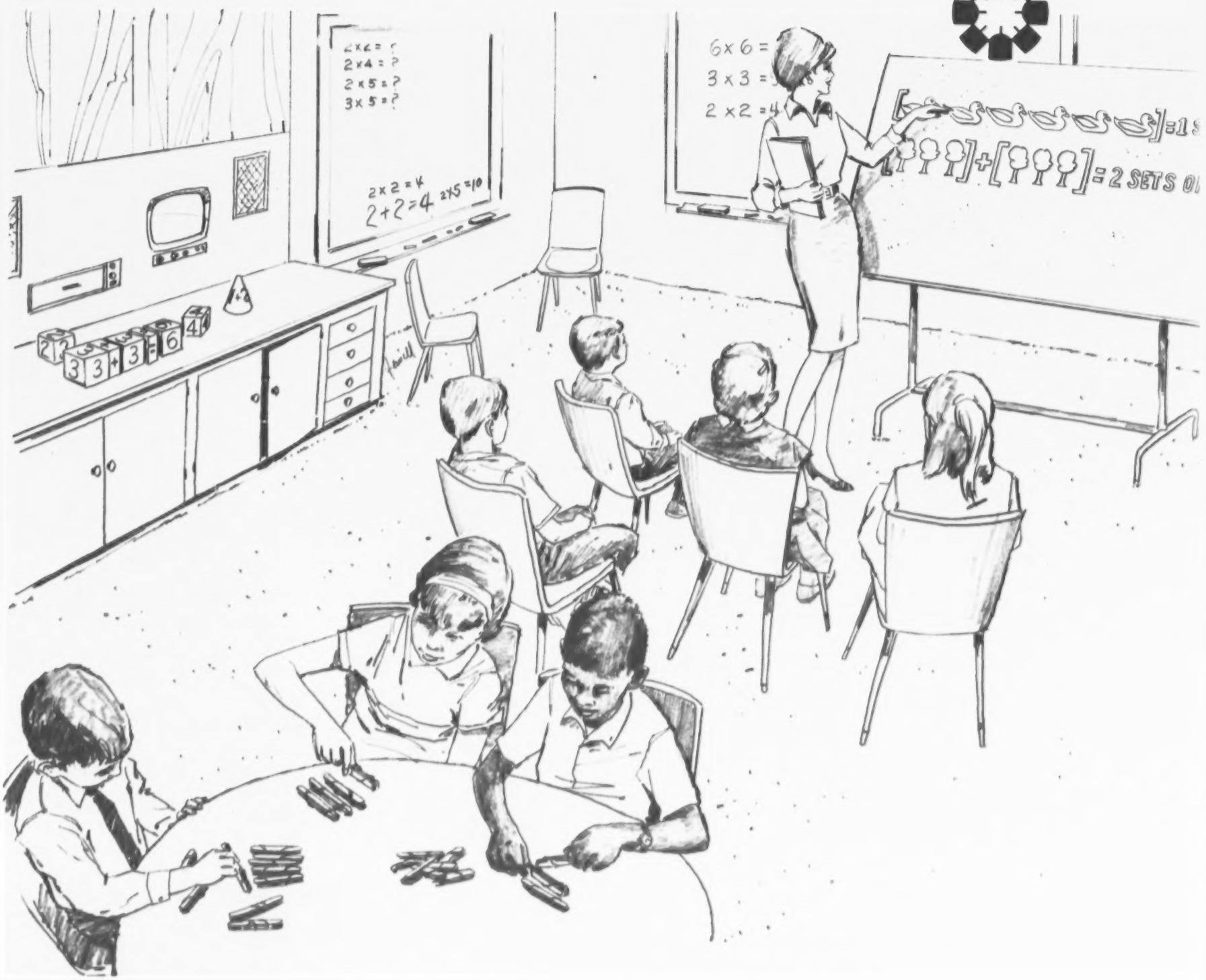
TABLE 8. **City of Syracuse Debt Statement as of October 10, 1966.**

Constitutional debt limit*		$86,150,906
Gross indebtedness:		
Bonds, city	$11,161,000	
Bonds, school	8,180,000	
Bond anticipation notes, city	8,600,000	
Bond anticipation notes, school	2,130,000	
Bond anticipation notes for assessable improvements	401,300	
Capital notes, city	50,000	
Total gross indebtedness	$30,522,300	
Exclusions:		
Total exclusions	611,000	
Net indebtedness		29,911,300
Constitutional debt margin		$56,239,606

*Nine per cent of average full valuation of taxable property for the current and four preceding years.

TABLE 9. **Comparison of Projected Annual Cost to the City for Debt Service on the Campus Plan and the Replacement of Neighborhood Elementary Schools in Attendance Areas.**

Year	Clinton-Prescott	Salina-Jefferson	Bellevue	Cleveland-Lincoln	Webster	Cost of neighborhood replacement to the city	Cost of Campus Plan to the city
1969	$ 132,965					$ 132,965	
1970	129,888	$ 137,944				267,832	$ 616,192
1971	95,598	134,752				230,349	601,934
1972	93,581	99,178	$ 109,535			302,294	443,300
1973	91,565	97,086	107,000	$ 149,952		445,603	433,950
1974	89,549	94,994	78,752	146,481	$ 114,221	523,998	424,600
1975	87,533	92,902	77,092	107,810	111,578	476,915	415,250
1976	85,516	90,811	75,430	105,537	82,122	439,415	405,900
1977	83,500	88,718	73,769	103,262	80,389	429,639	396,550
1978	81,484	86,627	72,108	100,989	78,657	419,864	387,200
1979	79,467	84,535	70,447	98,715	76,925	410,090	377,850
1980	77,450	82,442	68,786	96,441	75,193	400,318	368,500
1981	75,434	80,351	67,131	94,167	73,461	390,544	359,150
1982	73,418	78,259	65,464	91,893	71,729	380,763	349,800
1983	71,402	76,167	63,803	89,619	69,997	370,988	340,450
1984	69,385	74,075	62,142	87,345	68,265	361,213	331,100
1985	67,369	71,984	60,481	85,071	66,532	351,437	321,750
1986	65,353	69,891	58,798	82,798	64,800	341,640	312,400
1987	63,336	67,798	57,159	80,523	63,068	331,887	303,050
1988	61,320	65,707	55,498	78,250	61,337	322,112	293,700
1989		63,614	53,837	75,976	59,604	253,033	284,350
1990			52,176	73,702	57,872	183,750	
1991			50,515	71,428	56,162	178,105	
1992				69,154	54,408	123,562	
1993					52,676	52,676	
Total	$1,675,113	$1,737,844	$1,379,923	$1,889,113	$1,438,996	$8,120,992	$7,766,976


2×2 = 4
2+2=4
2×5=10
6×6 =
3×3 =
2×2 =4
2 SETS O

THE NEXT STEP

1. Board of Education receives feasibility study.
2. Superintendent makes recommendation to Board.
3. Public hearings on Campus Plan begin.
4. Board of Education acts on policy, requests $870,000 in capital appropriations from the Common Council and Board of Estimate (to acquire property, prepare site, develop preliminary plans and cost estimates).
5. Board seeks grant-in-aid to finance core facility ($3.5 million).
6. Board requests long-term bonding to finance eight satellite elementary schools.
7. Board approves final working drawings and specifications (permitting solicitation of bids).
8. Opening and acceptance of bids.
9. Construction begins.
10. Basic construction completed; first occupancy (September 1970).

Educational Facilities Laboratories
The Rosamond Gifford Charitable Corporation
Syracuse City School District Board of Education
United States Office of Education

Cornell University
Greece-Olympia Central Schools
Ithaca Public Schools
Jamesville-DeWitt Central Schools
Michigan State University
New York State Education Department
New York University
Syracuse City Schools
Syracuse University
University of California at Los Angeles
University of Michigan
State University of New York Colleges at
  Buffalo
  Cortland
  Oswego
Upstate Medical Center
Western Michigan University

Economic Consultants Organization, Syracuse
General Learning Corporation, Washington, D.C.
Krohn-Rhodes Research Institute, Washington, D.C.
Planning Associates, West Hempstead
Quinlivan, Pierik & Krause/Architects, Syracuse
School Survey Service, Columbus, O.
Syracuse University Research Institute, Syracuse

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David F. Sine
Project Director

Lawrence J. Marquit
Assistant Project Director

A REPORT ON A FEASIBILITY STUDY FOR ELEMENTARY SCHOOL CONSTRUCTION IN SYRACUSE, N. Y.

Litho in U.S.A.